

Physical Education¹: Grades 9-12

Standard Number² 1.0: Motor Skills and Movement Patterns

A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Learning Expectations³: To achieve the following learning expectations refer to the Performance Indicator Level 1-3.

The student will:

- demonstrate competency in basic and advanced motor skills and tactics in three or more of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, leisure pursuits self-defense, team sports and cooperative games/activities
- perform motor skills and movement patterns necessary to participate in a variety of physical activities
- perform appropriate offensive and defensive skills in a variety of individual/dual and team activities that are developmentally appropriate (e.g., badminton, basketball, soccer, pickleball, ultimate Frisbee, volleyball)

Performance Indicators⁴

Level 1 – Skills are introduced at this level.

At Level 1, the student will:

- 1.1.1. demonstrate basic motor skills in three or more of the following categories: aquatics, dance, fitness activities, individual/dual sports, outdoor pursuits, leisure pursuits, self-defense, team sports and cooperative games/activities
- 1.1.2 demonstrate basic manipulative skills in a variety of physical activities (e.g., throwing, catching, kicking)
- 1.1.3 demonstrate basic movement patterns in a variety of physical activities
- 1.1.4 perform basic body movements that require muscle control to include balance, jumping and landing, changing directions and combining skills that are continuous
- 1.1.5 recognize biomechanical principles of human movement

¹ Physical Education is a sequential and developmentally appropriate educational program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead an active and healthy lifestyle.

² Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

³ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

⁴ Performance Indicators demonstrate progress toward the standard at each level.

Level 2 – Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 1.2.1 demonstrate offensive and defensive strategies in individual/dual and team sports
- 1.2.2 implement previously learned skills into game situations (e.g., serve, return, pass, receiving)
- 1.2.3 practice skill-related components of physical fitness (i.e., reaction time, balance, agility, coordination, power, speed)
- 1.2.4 modify and adapt motor movements to a specific physical activity (e.g., fitness activities, rhythmic activities, individual or team sports, recreational pursuits)
- 1.2.5 consistently perform skills and strategies at a basic level of competency
- 1.2.6 demonstrate competency in the basic skills of adventure/outdoor education activities
- 1.2.7 demonstrate biomechanical principles that apply to the development of motor skills (e.g., extension, flexion, abduction, adduction, pronation, supination)

Level 3 – Students are proficient at this level.

At Level 3, the student will:

- 1.3.1 demonstrate the ability to apply advanced motor skills and movement patterns relative to advanced eye-hand/foot coordination and high levels of strategy
- 1.3.2 demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual, dual, and team sports, fitness activities)
- 1.3.3 exhibit advanced offensive, defensive and transition strategies in a variety of physical activities
- 1.3.4 analyze biomechanical principles while performing physical activities. (e.g., analysis of a tennis swing, analysis of shooting a basketball)

Sample Task #1: *Racquet skills that develop hand-eye coordination*

- Each student has a racquet and a ball or shuttlecock.
- Using the forehand grip, students will hit a ball or shuttlecock continuously into the air for a designated number of times.
- Students should attempt to hit the ball or shuttlecock above their head.
- Students may repeat this task using a backhand grip and/or alternating grips.

Sample Task #2: Titan Ball (Also known as Aerobic Ball or Gator Ball)

- Equipment: Deflated volleyball, gym floor with basketball goals.
- Game: This game is similar to basketball and ultimate Frisbee. Teams try to score on the basketball goals while the other team is trying to prevent them from scoring. Students may not dribble or run with the volleyball. In order to move the ball up the court, players must pass the ball to teammates. This is a non-contact sport. Players may not take the ball out of another player's hand nor may they try to knock it out of the player's hand. You must give the player an arm's length distance when guarding. No double teaming and no zone play; players must guard a person. Fouls may be called as in basketball if play becomes too rough or aggressive. No free throws; offending player's team must give up possession of the ball.

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number⁵ 2.0: Cognitive Concepts

The student will demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Learning Expectations⁶: To achieve the following learning expectations refer to the Performance Indicator Level 1-3.

The student will:

- apply an understanding of motor skills, movement patterns and strategies as they relate to the learning and performance of physical activities
- execute procedures, rules and etiquette as they relate to the learning and performance of physical activities
- utilize content knowledge to achieve and maintain physical fitness
- understand the implications of and the benefits from involvement in physical activities
- demonstrate safety practices and use equipment appropriately when participating in various physical activities
- understand the principles of exercise physiology and nutrition to avoid injury and enhance physical fitness
- understand the effects of chemical substance on physical activity participation (e.g., caffeine, steroids, alcohol, tobacco, illicit drugs, over the counter drugs)
- distinguish fact from fallacy as related to fitness products, fitness services and marketing

⁵ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

⁶ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

Performance Indicators⁷:

Level 1 – Skills are introduced at this level.

At Level 1, the student will:

- 2.1.1 understand and identify safety procedures
- 2.1.2 understand and identify appropriate use of equipment
- 2.1.3 define health-related physical fitness
- 2.1.4 define skill-related physical fitness
- 2.1.5 explain the benefits of physical activity participation
- 2.1.6 understand the importance of a proper warm-up and cool-down to avoid injury and enhance physical performance
- 2.1.7 recognize that chemical substances have adverse effects on physical performance
- 2.1.8 discuss basic rules and history of a variety of physical activities (i.e., weight training, volleyball, ultimate Frisbee, soccer)
- 2.1.9 identify myths and facts regarding fitness products, fitness services and marketing

Level 2 – Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 2.2.1 practice safety procedures and appropriate use of equipment when participating in a variety of physical activities
- 2.2.2 understand health-related components of physical fitness and how they relate to overall health and well-being (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition)
- 2.2.3 understand skill-related components of physical fitness and how they affect physical performance (i.e., balance, coordination, reaction time, power, speed, agility)
- 2.2.4 differentiate low, moderate, and high impact exercises
- 2.2.5 design a personal fitness plan based on the FITT principle (Frequency, Intensity, Time, Type)
- 2.2.6 explain appropriate tactical decisions in a game situation
- 2.2.7 compare a physically fit person to a sedentary person (e.g., body weight, mental health, blood pressure, life expectancy)

⁷ Performance Indicators demonstrate progress toward the standard at each level.

2.2.8 identify physical activities that lead to a higher degree of physical fitness

2.2.9 explain the interrelationships among the physical, emotional, mental and social factors that affect performance

2.2.10 understand myths and facts regarding fitness products, fitness services, and marketing

Level 3 – Students are proficient at this level.

At Level 3, the student will:

2.3.1 develop an appropriate conditioning program for a self-selected game or activity for lifetime engagement

2.3.2 analyze which training and conditioning practices have the greatest impact on skill acquisition and performance

2.3.3 understand the inherent risks associated with physical activity in extreme environments (e.g., dehydration, heat-exhaustion, over-exertion, hypothermia)

2.3.4 analyze the effects of regular participation in moderate to vigorous physical activity relative to improved overall health (e.g., stress management, disease prevention, weight management)

2.3.5 assess strategies needed to achieve specific effects/outcomes in a variety of physical activities

2.3.6 assess the potential outcome of a personal fitness plan

2.3.7 apply knowledge of skills to design new activities (e.g., dance/ rhythmic activities, games)

2.3.8 develop and organize a tournament (e.g., single-elimination, double-elimination, round-robin, ladder)

Sample Task #1: *Smoking Aerobics*

- Materials/Facility: Drinking Straws, large area (gym floor or hallway)
- Begin by having students check their heart rate. Next, students will walk at a high intensity for 2-3 minutes and then re-check heart rate. Have students describe how they felt at the end of activity. Then, have students walk at a high intensity for 2-3 minutes again; however, this time students may only breathe through straws. Students must try to exercise at the same intensity as before. Students should re-check heart rate. Have the students describe how they felt at the end of the activity and how discuss how smoking affects activity.

Sample Task #2: Nutrition Report – Fruit/Vegetable

- Students work in pairs and choose a fruit or vegetable. Each pair of students will select a different fruit or vegetable and research the following:
 - Calories per serving and determine what is considered a serving.
 - Identify long term and short term health benefits.
 - Does it aid or prevent any health issues?
 - Explain how the fruit or vegetable can improve physical performance.
 - Bring to class the fruit, vegetable or a healthy recipe including the food for the class.
- The information gathered by each pair will be presented to the class.
- The purpose of this task is to reinforce the value of good nutrition on physical performance and quality of life. It also serves as a reminder to provide healthy snacks throughout the day.

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number⁸ 3.0: Active Lifestyle

The student will participate regularly in physical activity.

Learning Expectations⁹: To achieve the following learning expectations refer to the Performance Indicator Level 1-3.

The student will:

- participate daily in physical activities in both school and non-school settings in order to achieve and maintain a healthy, active lifestyle
- understand factors that impact participation in physical activity
- select and participate in physical activities that provide enjoyment and challenge
- regularly assess personal physical activity level
- apply principles of exercise physiology and nutrition to avoid injury and enhance physical fitness

Performance Indicators¹⁰:

Level 1 – Skills are introduced at this level.

At Level 1, the student will:

3.1.1 participate in physical activity during their leisure time

3.1.2 participate in developmentally appropriate aerobic and anaerobic exercises

3.1.3 engage in proper warm-up and cool-down procedures

3.1.4 identify factors that impact participation in physical activity (e.g., health status, facilities, equipment, environment)

⁸ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

⁹ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹⁰ Performance Indicators demonstrate progress toward the standard at each level.

3.1.5 identify daily physical activities

3.1.6 understand the importance of nutrition on health and well-being

Level 2 – Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

3.2.1 recognize the benefits of a healthy lifestyle and the consequences of poor nutrition and inactivity

3.2.2 identify and utilize available community resources that promote an active lifestyle (e.g., YMCA, American Heart Association, local gyms, wellness centers)

3.2.3 participate in a variety of non-structured and minimally organized physical activities outside of physical education

3.2.4 monitor physical activity through the use of an activity log

Level 3 – Students are proficient at this level.

At Level 3, the student will:

3.3.1 monitor physical activity through the use of a pedometer, heart rate monitor, and/or physical activity log or other appropriate technology

3.3.2 accumulate on most days a recommended number of minutes of moderate to vigorous physical activity outside of physical education class

3.3.3 understand the ways in which personal characteristics, personal lifestyles, and activity preferences will change over a lifespan

3.3.4 analyze the benefits of regular participation in physical activity (i.g., explain the benefits of exercise how it relates to stress management)

3.3.5 refine skills, expand knowledge, cultivate interests, and strengthen desire to independently maintain an active lifestyle

Sample Task #1: Physical Activity Log




Physical Activity Log

Name _____

Class Period _____

Guidelines:

- You must exercise with a parent(s) or guardian(s)
- You must log all exercise types and durations
- You are allowed to use any type of physical exercise
- You are allowed to exercise in any time periods that you choose
- Your total exercise time must total 5 hours
- You will receive 1 point for each hour of exercise
- Parent or guardian must sign verifying each exercise
- You have 3-weeks to complete the project (insert date)

Date	Type of Exercise 	Time spent exercising 	Parent's Signature 

Sample Task #2: Orienteering

- Provide a variety of opportunities to demonstrate the use of a compass and map reading skills during orienteering activities
- Pedometers and timers (stopwatch) may be incorporated
- Students could sign their name and record their time and steps at each check-in station
- Teacher will need to set up course in advance

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹¹ 4.0: Health Related Physical Fitness

The student will achieve and maintain a health-enhancing level of physical fitness.

Learning Expectations¹²: To achieve the following learning expectations refer to the Performance Indicator Level 1-3.

The student will:

- identify the anatomy and the functions of the muscular, skeletal, and cardiovascular systems

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¹² Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

- identify and define concepts of physical fitness
- describe and apply principles related to physical activity
- apply proper safety practices when participating in physical activity (e.g., warm-up, cool down)
- participate in developmentally appropriate physical activities that improve and maintain health-related fitness (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition)
- develop challenging, yet attainable, personal short-term and long-term fitness goals
- develop, implement and assess a personal fitness plan designed to achieve and maintain a higher level of health-related physical fitness
- practice the basic principles of exercise physiology and proper nutrition to avoid injury and enhance physical fitness

Performance Indicators¹³:

Level 1 – Skills are introduced at this level.

At Level 1, the student will:

- 4.1.1 identify the major muscles of the muscular system (e.g., quadriceps, hamstring, bicep, tricep, deltoid, latissimus dorsi, gastrocnemius)
- 4.1.2 identify the major bones of the skeletal system (e.g., femur, fibula, tibia, humerus, ulna, sternum, skull, ribs)
- 4.1.3 identify the anatomy of the heart (e.g., chambers, valves, arteries, veins)
- 4.1.4 define basic fitness terminology (e.g., aerobic, anaerobic, metabolism, target heart rate, resting heart rate, warm-up, cool down, FITT, physical fitness, health-related physical fitness, skill-related physical fitness)
- 4.1.5 recognize the relationship among calories, metabolism, and energy
- 4.1.6 describe the social, emotional, mental and physical benefits of being physically fit
- 4.1.7 examine society's view of a fit person to an unfit person
- 4.1.8 recognize and apply proper warm-up and cool-down procedures
- 4.1.9 identify resting, maximum, target and recovery heart rate

Level 2 – Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 4.2.1 identify the functions of the major muscles of the muscular system (e.g., quadriceps – extensor, hamstring – flexor)

¹³ Performance Indicators demonstrate progress toward the standard at each level.

- 4.2.2 identify the functions of the major bones of the skeletal system (e.g., stabilize muscles, protect internal organs, provide support)
- 4.2.3 identify the functions of the heart (e.g., circulates blood, nutrients and oxygen to the body, path of blood flow through the heart)
- 4.2.4 differentiate aerobic and anaerobic exercise and provide examples of each
- 4.2.5 identify and define concepts of health-related physical fitness (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition)
- 4.2.6 identify and define concepts of skill-related physical fitness (i.e., balance, agility, power, speed, coordination and reaction time)
- 4.2.7 differentiate health-related and skill-related physical fitness
- 4.2.8 understand how caloric intake, metabolism and energy expenditure affect body composition
- 4.2.9 compare a physically fit person to a sedentary person (e.g., body weight, mental health, blood pressure, life expectancy)
- 4.2.10 design a personal fitness plan using the FITT principle (i.e., frequency, intensity, time, type, progressive overload principle)
- 4.2.11 describe and calculate resting, maximum, target heart rate and recovery rate
- 4.2.12 define and differentiate isotonic, isometric and isokinetic exercises
- 4.2.13 differentiate low and high impact exercises (e.g., low – swimming and elliptical trainer, high – running, step aerobics)
- 4.2.14 differentiate low, moderate, and high intensity exercises (e.g., low – 60% of maximum heart rate, moderate 70-75% of maximum heart rate, 80-90% of maximum heart rate)
- 4.2.15 examine common injuries associated with exercise
- 4.2.16 identify current fitness products

Level 3 – Students are proficient at this level.

At Level 3, the student will:

- 4.3.1 practice skills associated with different health-related fitness activities
- 4.3.2 use results of fitness assessments to guide changes in a personal program of fitness and physical activity
- 4.3.3 analyze a friend's personal fitness plan and make suggestions for improvement
- 4.3.4 discuss drugs, techniques and fads associated with fitness and conditioning

4.3.5 examine current fitness products

4.3.6 examine sports and activities that lead to a high degree of fitness

Sample Task #1: *Developing a Fitness Plan*

- Students will complete this project in small groups. Present the following scenario to each group: You own a local fitness facility and your main clients will be those who are most concerned with health-related fitness. Your group's goal is to develop a fitness program that will meet the needs of your current client base. Students must include all health-related components: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. Each group must develop a presentation that will "wow" the clients that visit their fitness facility. Groups may choose to complete this assignment by developing a powerpoint presentation, creating a fitness magazine, or developing a fitness video.
- An exercise program consists of three parts: warm-up, fitness activity (cardiovascular endurance and muscular strength and endurance), and cool-down.
- Requirements for the Fitness Plan presentation: Each section must include 3-5 visuals that could include photos from the internet, magazines, or groups members engaged in the actual activity.
- Decide on a warm-up session that is appropriate for your target group. This warm-up must include 8 stretches and include the names of the muscles groups that each stretch is targeting.
- Develop a cardiovascular work-out that is aerobic in nature.
- Develop a muscular strength program that includes both 5 upper and 5 lower body exercises and specify if the exercises are for gaining strength or for toning muscles.
- Develop a cool-down that includes 10 stretches with the names of the muscle groups that each stretch is targeting.
- Student resources for project:
 - Muscle and Fitness Magazine
 - Flex Magazine
 - Prevention Magazine
 - Muscle Magazine
 - Runner's World Magazine
 - Her Sport Magazine
 - www.active.com
 - www.runnersworld.com
 - www.prevention.com
 - www.trinewbies.com

Sample Task #2: *Student-designed Circuit Training*

- Assign students to small groups (5-7 students per group).
- Each group will develop a physical activity circuit involving at least 6 stations.
- Each station must include a physical activity illustrating either a skill-related component or health-related component of fitness. (e.g., agility, balance, coordination, flexibility, muscular strength, cardiovascular endurance)
- Each group will explain their circuit training activity to the entire class.
- Participation at each station should last at least one minute.
- All students will participate in the circuit training activity.

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹⁴ 5.0: Personal and Social Behavior

The student will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Learning Expectations¹⁵: To achieve the following learning expectations refer to the Performance Indicator Level 1-3.

The student will:

- accept diversity in a variety of physical activity settings (i.e., ability level, cultural background, gender, interest, age)
- demonstrate leadership by holding themselves and others accountable for safety practices, rules, procedures and etiquette in all physical activity settings
- participate in physical activities with people of different genders, ages, backgrounds, interests and abilities
- exhibit conflict resolution skills
- accomplish individual and group goals in both competitive and cooperative activities
- exhibit positive personal and social behaviors (i.e., best effort, responsibility, compassion, initiative, cooperation)

Performance Indicators¹⁶

Level 1 – Skills are introduced at this level.

At Level 1, the student will:

- 5.1.1 acknowledge good play from an opponent during competition
- 5.1.2 accept success and performance limitations of self and others
- 5.1.3 display independent, responsible behaviors (e.g., safety procedures, appropriate use of facilities and equipment, following rules, encourage others)
- 5.1.4 demonstrate ethical behavior in physical activity settings
- 5.1.5 act independently of negative peer pressure during physical activity
- 5.1.6 participate in cooperative learning activities
- 5.1.7 recognize the role of the leader and follower within a group in order to achieve physical activity goals
- 5.1.8 demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors

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¹⁵ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹⁶ Performance Indicators demonstrate progress toward the standard at each level.

Level 2 – Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 5.2.1 respond to challenges, successes and failures in socially appropriate ways as a player or spectator
- 5.2.2 apply etiquette and encourage others to exhibit etiquette in all physical activity settings
- 5.2.3 provide support and encouragement for classmates
- 5.2.4 identify the social and emotional benefits of participating in physical education (e.g., stress relief, friends, relaxation)
- 5.2.5 resolve conflict and accept decisions of judgment in socially acceptable ways (e.g., teachers, officials, peer leaders)
- 5.2.6 implement strategies for inclusion of others into physical activities
- 5.2.7 understand and demonstrate the importance of team work, sportsmanship and fair play
- 5.2.8 exhibit appropriate cooperative learning techniques in small, medium and large group settings (e.g., serving as a leader, serving as a follower, supporting one another)
- 5.2.9 participate in physical activity that fosters an appreciation of cultural, ethnic, gender and physical diversity

Level 3 – Students are proficient at this level.

At Level 3, the student will:

- 5.3.1 seek leadership opportunities in physical activity settings (e.g., lead a class activity, organize a community health walk)
- 5.3.2 share a physical activity that is associated with a cultural background of interest
- 5.3.3 create an activity designed to include all class members

Sample Task #1: *Student-designed Dance*

- Students will work in small groups of 6-8 students.
- Each group will develop a specific dance or rhythmic activity that all members will be responsible for learning. (e.g., ethnic dance, line dance, hip-hop, ballroom, ribbons).
- The activity should last 3-5 minutes and will be set to music.
- The members will be responsible for teaching the dance or rhythmic activity to the entire class.

Sample Task #2: Peer Teaching

- Divide class into skill stations with 4-5 students/station.
- One student will begin by demonstrating the skill.
- Other students at the skill station will be responsible for correcting that student's technique.
- Each student within the group will take a turn at performing the skill and being critiqued by the other group members before moving to the next station.

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹⁷ 6.0: Affective Concepts

The student will value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Learning Expectations¹⁸: To achieve the following learning expectations refer to the Performance Indicator Level 1-3.

The student will:

- exhibit a positive attitude toward physical activity and its contribution to a healthy, active lifestyle
- demonstrate a willingness to try new activities for challenge and personal reward
- participate in physical activity either alone or with others during leisure time
- value the importance of participating in physical activity
- make a commitment to include physical activity as an essential part of a healthy lifestyle
- differentiate realistic and idealized body image and performance as portrayed by the media

Performance Indicators¹⁹:

Level 1 – Skills are introduced at this level.

At Level 1, the student will:

6.1.1 identify positive aspects of participation in various physical activities

6.1.2 appreciate participating in individual and/or group physical activities

6.1.3 recognize that both positive and negative attitudes affect feelings about exercise and physical activities

6.1.4 recognize an appreciation for the environment

¹⁷ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

¹⁸ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹⁹ Performance Indicators demonstrate progress toward the standard at each level.

Level 2 – Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 6.2.1 appreciate the benefits of participating in individual and/or group physical activities
- 6.2.2 practice ways to protect the environment (e.g., trail etiquette, no littering, preserving plant life)
- 6.2.3 explore and participate in challenging activities without fear
- 6.2.4 participate confidently in physical activities
- 6.2.5 enjoy learning new physical activities
- 6.2.6 reflect on reasons for choosing to participate in selected physical activities
- 6.2.7 compare and contrast the unique benefits of various types of activity
- 6.2.8 accept the differences between the idealized body image and elite performance levels portrayed by the media and their own individual characteristics and skills

Level 3 – Students are proficient at this level.

At Level 3, the student will:

- 6.3.1 explore new activities that meet individual fitness needs
- 6.3.2 create self-rewards for achieving personal fitness/physical activity goals
- 6.3.3 integrate physical activity meaningfully into daily life
- 6.3.4 differentiate intrinsic and extrinsic reasons for participating in physical activity
- 6.3.5 exhibit and indicate enjoyment for aesthetic and creative aspects of skilled performance
- 6.3.6 evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth
- 6.3.7 analyze employment/career options in fields related to physical activity (e.g., sports management, physical education, exercise physiology, physical therapy, athletic training, recreational therapy)

Sample Task #1: *Presentation of Favorite Game/Activity*

- Students will present their favorite game or activity to the entire class.
- Students will explain why they chose the activity, benefits of the activity, and why they like the activity.
- All students will participate during each student's presentation.

Sample Task #2: *Fitness Goals*

- Students will journal their physical activities.
- Ask students to reflect on reasons for activity participation and to develop fitness goals.
- Students will also create self-rewards for achieving each of their personal fitness goals.

Modification and extensions need to be made to meet the individual abilities of all students.

Resources:

Several web sites are listed in this document. These sites are listed as service only to identify potentially useful ideas for teaching and learning. Tennessee Department of Education is not responsible for maintaining these external web sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user. Please note web site addresses were confirmed as accurate at the time of publication but are subject to change.

Action for Healthy Kids (www.actionforhealthykids.org)
American Association of Health, Physical Education, Recreation, and Dance (www.aahperd.org)
American College of Sports Medicine (www.acsm.org)
American Heart Association (www.americanheart.org)
Center For Disease Control (www.cdc.gov)
CNN News Health Section (www.cnn.com/HEALTH/index.html)
Cooper Institute for Aerobic Research (www.cooperaerobics.com)
Cooper Wellness (www.cooperwellness.com)
Delavier, Frederic. Strength Training Anatomy. “Human Kinetics”, 2001.
Discovery Health (www.discovery.health.com)
Fitness Central (www.fitnesscentral.com)
Fitness Link—The Health & Fitness Source (www.fitness.com)
Gallagher-Mundy, Chrissie. Exercise Ball for Beginners. Harper Collins Publishers, 2004
Get Active, Stay Active (www.getactivestayactive.com)
Health Teacher (www.healthteacher.com)
Healthy Kids (www.healthykids.com)
How Stuff Works—Your Body (www.howstuffworks.com/category.htm?cat=Body)
National Association for Sport and Physical Education (www.aahperd.org/naspe-main.html)
National Institute of Health (www.nih.gov)
National Wellness Institute (www.wellnessnwi.org)
PE Central (www.pecentral.com)
PE Links 4 You (www.pelinks4u.org)
Sport Specific (www.sportspecific.com)
Surgeon General’s Report (www.cdc.gov/nccdphp/sgr/ataglan.html)
Tennessee Association for Health, Physical Education, Recreation, and Dance (www.tahperd.us)
The Physician & Sports Medicine (www.physsportsmed.com)
The Teacher’s Corner (www.theteacherscorner.net)